

Investing in Innovation Fund
Corona-Norco Unified School District
Write to Learn!

Investing in Innovation Fund – Development Grant

Corona-Norco Unified School District

Forms

Application for Federal Assistance (SF-424)

Standard Budget Sheet (ED 524)

Assurances Non-Construction Programs (SF 424B)

Disclosure Lobbying Activities

ED 80-0013 Certification

427 GEPA

Department of Education Supplemental Information for SF-424

Project Narrative – Ed Abstract Narrative

Project Narrative – Project Narrative

Eligibility Check List

Appendix A

Resumes

Appendix C

Letters of Support

Appendix D

Investing In Innovation Applicant Sheet

Appendix F

Project Narrative Additional Information

Appendix H

Project Narrative Contents

Project Narrative Response	1
Competitive Preference Priority 6	1
Competitive Preference Priority 7	2
Need for Project Design	3
Exceptional Approach to Priorities	4
Project Goals, Objectives and Outcomes	6
Strength of Research, Significance of Effect, Magnitude of Effect	8
Experience/Past Performance	13
History of CNUSD Writing Programs	15
Quality of Project Evaluation	15
Evaluation Methods: Data, Feedback, Periodic Assessment	16
Strategy and Capacity to Bring to Scale	20
Capacity to Ensure Project Can Be Further Developed; Brought to Scale	21

Feasibility for Replication	21
Estimated Cost Per Student Per Year	21
Estimate of Costs to Reach 100,000, 250,000, 500,000	21
Plan to Disseminate Information on the Project's Outcomes	22
Sustainability	22
Quality of Management Plan and Personnel	23
Key Personnel	24

i3 Project Narrative Response

The Corona-Norco Unified School District (CNUSD) requests \$5,000,000 over 60 months to support the *Write to Learn!* (WtL!) Program. CNUSD believes that improving writing skills across core content areas will have a direct impact on student learning and effectiveness as communicators. CNUSD’s curricular goals support effective writing as essential for student achievement.

Language Arts is often the focus of writing initiatives, however CNUSD has expanded its successful writing programs and associated staff development to all core areas. *WtL!* will build upon previous successes by establishing a comprehensive, curriculum-wide writing initiative. This will include increasing teachers' ability to **plan, deliver, assess, and integrate writing** activities into any lesson structure through the use of technology within all core content areas.

WtL! builds upon the demonstrated success of current CNUSD writing initiatives at the elementary and intermediate levels and is aligned with **Absolute Priority 3, and Competitive Preference Priorities 6 and 7.**

Competitive Preference Priority 6: College Access and Success

Students’ preparedness and expectations related to college: *WtL!* will increase the number of students prepared to enter college. A team of secondary English Language Arts (ELA) teachers will collaborate to create online lessons and courses targeting improvement in secondary writing skills. Professional development (PD) will be provided to teach instructors to use *Blackboard* to configure classes. CNUSD will expand online course options for students to those created by our teachers and other programs to ready students for career and college. This will include credit recovery and courses that would give original credit to students.

Understanding issues of college affordability, financial aid and application process: Part of the online courses created for secondary students will educate them on the college application and financial aid process. Additionally, a new technology tool, CTeWriter will be used to engage students in preparing for, practicing, and ultimately creating essays for college applications. For parents, mini workshops in the college application and financial aid process will be available online via the district's website in both English and Spanish.

Support to students from peers and knowledgeable adults: Secondary teachers will receive additional PD by counseling staff in college preparation, financial aid, and application process.

Competitive Preference Priority 7: Unique Learning Needs of Students with Disabilities

and Limited English Proficiency -*WtL!* will support the unique learning needs of students with disabilities and limited English proficiency (LEP) by: 1) Employing CTeWriter, an innovative technology tool, to improve standards and assessments. CTeWriter will allow increased exposure to writing, immediate feedback, and frequent opportunities to revise/rewrite. CTeWriter will be used to gather information regarding student needs to implement individualized lessons, small group lessons, and large group lessons. 2) Revising ELA pacing guides to add media components through **Discovery Education**, and creating writing lessons around these components. This provides high-need students with access to tools that build background knowledge and supports learning through the use of visual and audio representations of information. 3) Integrating coaches into the daily schedule of our target schools to provide professional development. The coaches will support teachers in writing and the implementation of research-based strategies, the use of media to build background knowledge, research-based strategies and techniques to meet students' needs, and the use of data to drive instruction and support implementation of new strategies.

A. Need for the Project and Project Design - Community Profile: CNUSD is located approximately 45 miles southeast of Los Angeles in western Riverside County and includes 31 elementary schools, 7 intermediate/middle schools, 5 comprehensive high schools, a middle college high school, and 3 alternative schools. Total enrollment is over 54,000 students, making CNUSD the largest school district in Riverside County and the ninth largest district in California.

District-wide, the major racial/ethnic groups are: 49% Hispanic, 32% White, and 6% African American. 37% are socio-economically disadvantaged, 14% are limited English proficient, and 11% receive special education services. The proposed project will include 3 elementary schools, 1 intermediate school, and 1 high school: Clara Barton, Eastvale, and Harada Elementary schools; River Heights Intermediate School, and Eleanor Roosevelt High School. Total enrollment for the target schools is 8,415 students.

Addressing Unmet Needs: CNUSD has demonstrated significant success in increasing achievement across the student population and among specialized groups, particularly at the elementary and intermediate levels and has achieved major gains in California Standardized Test (CST) scores, specifically in the percentage of students who scored proficient and advanced in ELA. **Over the last seven years, student scores have increased, on average, 20.5%.** The high-need subgroups have grown, too, but a gap in achievement remains. Scores for students with limited English proficiency (grades 2-11) have grown from 5.6% proficient or advanced in 2002-03 to 16.2% proficient or advanced in 2008-09. Scores for students with disabilities (grades 2-11) have grown from 6.1% proficient or advanced in 2002-03 to 34.2% proficient or advanced in 2008-09. This represents a significant improvement, but when compared to the overall student scores, there still exists an achievement gap. Investing in *WiL!* will allow CNUSD to build on its strengths to close the achievement gaps.

Additionally, recent data indicate that a significant portion of students who graduate from district high schools are not passing the entrance writing assessment and must register for a remedial writing class before starting freshman level coursework. The Early Assessment Program (EAP) involves an assessment given to 11th grade students along with their CST administration. In the most recent assessment: of 3,842 11th grade students, 2,540 students did not demonstrate college readiness, and 87% are reported not ready for college level English classes. Although this test is given in the spring of 11th grade and students still need to complete 12th grade before going onto college, the results are a significant concern.

Exceptional Approach to Priorities: WiL! will enhance the use of high-quality assessments and standards and close achievement gaps among high-need populations through the following research-based program strategies:

1) Support of *Step Up to Writing*: *Step Up to Writing* features research-based, validated strategies and activities that help students write narrative, personal essay, and expository pieces, engage in reading for improved comprehension, and demonstrate competent study skills.

CNUSD has used *Step Up to Writing* for the last seven years. All CNUSD teachers that teach ELA have been trained in *Step Up to Writing*. *WiL!* will continue implementation of *Step Up to Writing* at all target schools and build upon its success with the integration of CTeWriter.

2) Launch *CTeWriter, an innovative technology tool for increasing high standards and assessments*. CNUSD currently assesses students on a yearly basis in writing. CTeWriter is a standards aligned, artificial intelligence, essay scoring engine, and research tool that allows students to write and receive a score based on a point rubric with detailed feedback of their writing and rewrite process. CTeWriter enables teachers to create, assign, and accurately score student writing on any topic, document student growth, and differentiate their writing instruction.

Teachers create prompts, vocabulary lists, and create assignments, including links to other digital resources such as web pages, textbook material, and online multimedia content. **CTeWriter will allow CNUSD to increase the frequency, accuracy, and individualization of assessments.**

3) Integrate additional research materials and tools: CNUSD recognizes that many of our high-need students exhibit gaps in their background knowledge that affect their ability to grasp core curriculum. Using CTeWriter, teachers can include links and additional instruction within an assignment. Students can select appropriate research, link to digital textbook resources, and multimedia experiences associated with the assignment topic. For the past five years we have contracted with Discovery Education to access their product, *United Streaming*, in our classrooms. CNUSD teachers have used this in various core classes to bring abstract ideas to life, particularly in schools with high-need students. Discovery Education will provide over 80,000 concept level video clips, virtual labs, interactives, audio files, and lesson plans. This will allow teachers to readily access and use these media tools to build background knowledge for our students.

4) Secondary School Support: CNUSD secondary ELA teachers have identified the need for resources to improve the teaching of writing in our high schools. To address this need, the district proposes to develop online lessons and courses. A team of secondary ELA teachers will be identified to collaborate on these courses and lessons. Professional development to teach the instructors to use *Blackboard* to configure the classes will be provided as will collegial time to craft the courses and lessons. CNUSD will expand our online courses for students to include those constructed by our teachers and other programs to ready students for career and college. This will include credit recovery and courses that would give original credit to students.

Additional online courses will be provided for students on how to get to college, A-G requirements, and other vital college preparation topics. A mini course will be created and be available on our district website to teach parents about the nuts and bolts of the admission process such as FAFSA, SATs, etc. (in English and Spanish).

5) Staff Development: The primary staff development goal for the program is to support CNUSD target teachers in planning and implementing powerful writing instruction across the curriculum through the use of technology *to support high standards and high-quality assessments*. To do this, the district will provide a comprehensive staff development program that will be paced according to instructional needs and the learning of accompanying digital components necessary for instruction, assessment, and communication of information. The focus will be, improving student achievement through the use of technology.

To support teachers in more frequent and effective implementation of CTeWriter, staff development sessions will be designed using a combination of a teach/practice model and a coach/mentor model. The teach/practice model will provide teachers with a manageable chunk of explicit information, allow for practice in professional learning environments, and follow-up support during classroom implementation and feedback/problem-solving meetings. Secondly, CNUSD will establish an integrated hierarchy of support relying on the coach/mentor model.

Project Goals, Objectives, and Outcomes: Project goals and objectives are closely aligned with the priorities CNUSD has selected to address. Outcomes are linked to measurable operational standards (with targets) and evaluation measures, as detailed in Section D.

GOAL 1. Increase student academic achievement through high standards and high-quality assessments (Absolute Priority 3, Competitive Priorities 6 & 7). OBJECTIVE 1a. Improve **student academic achievement** and growth in ELA and writing. Strategies: Provide on-going

training, support, technology, and formative assessment focused on increasing student achievement. Outcomes: Significant increases in the, 1) percentage of target students in the top two performance bands (proficient/advanced) on the California Standards Test (CST) for ELA, 2) average percent correct on the CST Writing Applications portion (4th and 7th grades), 3) percentage of students in the top two performance bands on District developed and validated standards-based benchmark assessments (see Appendix H, pages 19-34), 4) and, the percentages of students scoring proficient or advanced on the CST or growth on the benchmarks in the targeted classrooms will demonstrate statistically significant gains relative to comparison students. **OBJECTIVE 1b. Close the achievement gap** between high-need students (LEP, SWD, and SED) and the general population. Strategies: Implementation of teacher training and provision of tools and technology intended to increase the motivation to learn and academic achievement of high-need students. Outcomes: Increases in, 1) the percentage of high-need students in the top two performance bands (proficient or advanced) on the CST-ELA for LEP, SWD, and SED students, and 2) reduce the differences in the percentages of high-need students and students in general in the top two performance bands (proficient/advanced) on the CST-ELA for LEP, SWD, and SED students by accelerating rate of subgroup growth. 3) The graduation rate (as defined in the RFA) for high-need students will increase. 4) Targeted students will demonstrate statistically significant progress toward closing the achievement gap relative to comparison students. **OBJECTIVE 1c. Increase college preparation and success.** Strategies: Counselors will design college and career courses for teachers, students, and parents and will push the information out with the help of technology and media resources. Assessments will be used to evaluate college preparedness and provide resources and information for those who are identified as needing additional assistance. Outcomes: Increases in, 1) 10th grade CAHSEE

passing rates, 2) the percentage of 11th grade target students eligible to take the Early Assessment Program (EAP) test, 3) the percentage of 11th grade target students passing the ELA portion of the EAP test, and 4) the percentage of target graduates taking UC and CSU required courses. 5) 11th grade target students will increase their awareness and knowledge of college admissions, requirements, and financial aid. 6) Finally, target students (overall and by high-need subgroups) will outperform comparison students. ***GOAL 2. Increase teacher effectiveness by offering on-going intensive Professional Development (Absolute Priorities 1 & 3 and Competitive Priorities 6 & 7).*** **OBJECTIVE 2a. Increase professional development opportunities and coaching support** for teachers in writing, use of assessments, and technology. Strategy: Increase the number of quality training opportunities for target teachers. Outcomes: Increase the, 1) number of hours of professional training, 2) percent of target teachers participating, and 3) satisfaction with professional development. **OBJECTIVE 2b. Increase teacher effectiveness** and ability to translate the standards and information from assessments into classroom practices that meet the needs of all students. Strategies: Provide high quality professional development, coaching support, technology, and formative assessment feedback. Outcomes: Teachers will increase, 1) their scores on coach conducted classroom observations and, 2) their scores on the *Identifying Needs with Data Quiz* (INDQ; in development). Students will, 3) increase use of CTeWriter.

B. Strength of Research, Significance of Effect, and Magnitude of Effect - Research-based

Findings and Hypotheses: Over the last several years, CTeWriter has evolved into an essential tool for student success at CNUSD. The main hypothesis is that a system of assessment and feedback applied to effective writing skills across all areas will increase student achievement and close achievement gaps in ELA. At the core are five principles that have emerged from a

thorough review of the empirical writing instruction literature. They include: practice, assessment, feedback, meta-cognition, student-centered/standards-based, and reinforcement. These elements are central to and provide the foundation for the *WtL!* philosophy. *Principle 1—Practice:* Providing students with continuous, consistent, and regular opportunities to write improves fluency in reading and writing and increases the quality of writing (Hall & Benson, 2000). *Principle 2—Assessment/Feedback:* Assessment and feedback can take many forms, including teacher or peer feedback, writing samples, or rubrics. All forms offer students explicit expectations from organization to revision. One study investigated the impact of exposure to an ideal writing sample, development of a list of necessary criteria for the writing assignment, and use of a rubric for self-assessment purposes (Andrade, Du, and Wang 2008). This was associated with higher quality writing regardless of prior writing ability. The method of assessment and feedback is also important. Several studies indicate that computer-based assessment of student writing is just as effective at increasing writing skills as teacher feedback (Britt, Wiemer-Hastings, Larson, & Perfetti, 2004; Foltz, Gilliam, & Kendall, 2000). The studies suggest that computer-based methods (similar to CTeWriter) may even be preferable due to timeliness and consistency. *Principle 3 - Meta-Cognition:* In this domain, meta-cognition pertains to one’s awareness and understanding of their cognitive processes about writing. Without an understanding of the writing process, students are dependent upon their teachers. Development of meta-cognition leads to greater autonomy and development of a student’s unique voice. A primary benefit of meta-cognitive awareness is that it is independent of the content and thus transferable to other areas. Several studies suggest that meta-cognitive knowledge of the writing process is correlated with measures of academic performance in writing (Englert, Raphael, and Anderson, 1992; Englert, Raphael, Fear, and Anderson, 1988). In Englert et. al., 1992, the

sample included students with learning disabilities (LD). Researchers found that students with LD made the greatest gains. *Principle 4 - Student-Centered/Standards-Based:* Many educators struggle with teaching the standards-based curriculum in a way that engages and interests students. The challenge is to ensure that students are provided with appropriate content while making time for small-group discussion and to incorporate student input into the lesson plan. Mounting evidence in the education literature supports this. Creating opportunities for collaboration, sharing, and selection of topics in a student-centered classroom have been shown to boost interest in writing, critical thinking skills, information retention, self-esteem, and writing skills (Kulick & Kulick, 1979). *Principle 5—Reinforcement:* How and how well students write can be constrained by the training that teachers receive, specific to writing instruction. A study (Correnti, 2007) found that teachers who received writing instruction training, spent 13% more of their time on writing instruction and had their students write 12% more than teachers who did not receive PD. Supporting literature also suggests that PD without *reinforcement* or follow-up coaching is much less effective and the benefits much less long-term. Bush (1984) conducted a study to measure the professional development model proposed by Joyce and Showers (1980). This model suggested that professional development should consist of five components: presentation, demonstration, practice, feedback, and coaching. The study examined the importance of all five components to implementation of new skills and strategies in the classroom and found that implementation of the descriptive or presentation component resulted in only 10% of the teachers trained using that new knowledge in the classroom. Adding the fifth component, coaching, resulted in an increase of 76%. When teachers were exposed to all five components, 95% were able to apply what they learned. Coaching was determined to be the

essential component in long-term use and application of training and is an important component of *WtL!* that will be investigated as an intermediate variable.

One of the centerpieces of *WtL!* is implementation of CTeWriter. CNUSD partnered with Valley Academies Foundation to create CTeWriter, building upon the success of a previous product, RxNetWriter, in rapidly changing the writing ability of students through the use of technology. CTeWriter is a web-based diagnostic, skill building, and instructional writing tool aligned with State and National elementary and secondary ELA Writing Standards and scoring rubrics. CTeWriter uses a research-based empirical scoring engine that relies on six conventional writing indexes: Colmen Liu, Gunning Fog, Automated readability Index, Fry Index, Flesch Kincaid and SMOG. Each of these well researched essay scoring indexes have different efficacies at different grade levels allowing the AI engine to create a score using the indexes that best represent the assigned grade level of a particular task making invisible classroom differentiation possible. CTeWriter is approved by the California Learning Resource Network.

Project has been Attempted and has Yielded Promising Results: Quasi-experimental matched-case comparison studies were conducted to evaluate the impact of *WtL!* over a seven-year period (2002-2003 to 2008-2009). Program implementation began in 2002-2003 with an emphasis on elementary and middle school students. Students in grades 4-11 (CNUSD N = 31,747; Comparison N = 26,028) were included in the analysis. We chose to include the upper grade levels to determine if the effects carried into high school. T-tests were conducted to test statistical significance and provide evidence of the strength and magnitude of the effect of *WtL!* The CST for ELA is administered to all students grades 2 through 11. The CST-ELA consists of five strands including Reading Comprehension, Literary Response and Analysis, Word Analysis, Written Conventions, Writing Strategies, and Writing Applications. The Writing Applications

(WA) portion of the assessment is an essay and is only administered to 4th and 7th grade students. CST-ELA and WA scores were used to assess the impact of *WtL!* Results indicate that the project has had a positive impact on student growth in ELA and Writing overall and for student subgroups (Limited English Proficient (LEP) and Students with Disabilities (SWD)). The study assessed the cross-sectional student achievement results of CNUSD students and students at a Comparison district matched on four demographic variables (e.g. district size, LEP, SED, and SWD percentages. See Appendix H, page 5, Table 1). The first study evaluated the performance of CNUSD and Comparison students on the CST-ELA assessment. 1) Elementary and middle school students at CNUSD and the Comparison district were similar in the percentage of students scoring proficient or advanced (top two bands) on the CST-ELA in 2003 before *WtL!* implementation (39.4% and 36.6% respectively) but CNUSD scores increased each year and were statistically significantly higher than the comparison district by 2009 (63% vs. 54.4%; $t = 16.07$; $p < .000$). For high school, the results followed a similar pattern (CNUSD 34.9% vs. Comparison 35.5% in 2003; CNUSD 49.2% vs. Comparison 45.0% in 2009; $t = 6.33$; $p < .000$) (See Appendix H, page 3-4, Figures 1 and 2). With each year of the intervention, the difference between CNUSD and the Comparison group grew until approximately 1,821 more students were scoring proficient or advanced at CNUSD than at the Comparison district. Analysis of the CST-ELA data at the subgroup level revealed the same pattern. 2) For LEP students there were no statistically significant differences between CNUSD scores and the Comparison group in 2003 (5.6% vs. 6.2%, respectively). However, by 2009 CNUSD LEP students were outperforming Comparison LEP students to a statistically significant degree (16.2% vs. 14.2%, respectively; $t = 2.39$; $p = .02$) (See Appendix H, page 4, Figure 3). 3) For SWD's the growth was even more significant. The comparison revealed that the percent proficient or advanced on the CST-ELA

was nearly identical between the two groups in 2003 (CNUSD 6.1% vs. Comparison 5.9%). By 2009 both groups of students had improved, however CNUSD students improved at a higher rate and to a statistically significant degree (CNUSD 34.2% vs. Comparison 28.1%; $t = 4.79$; $p = .000$). Part of the growth was due to the introduction of the California Modified Assessment (CMA) in 2007-2008 that pulled lower performing students out of the pool. However, this should have affected both districts and would not account for the difference between groups (See Appendix H, page 5, Figure 4). An analysis investigated performance on the CST-WA essay. 4) Average percent correct was virtually identical for both districts in 2003 (CNUSD $X = 45.3$ vs. Comparison $X = 45.9$). By 2009, CNUSD students were outperforming the Comparison students to a statistically significant degree (CNUSD $X = 68.8$ vs. Comparison $X = 66.5$; $t = 6.81$; $df = 13,840$; $p = .000$). The major limitation of these studies was participant group. The model focused on elementary and middle school students, primarily. The proposed study will attempt to reach more secondary students to impact college preparedness and success.

Positive Impact on Student Achievement and Growth, Closing Achievement Gaps,

Decreasing Dropout Rates, and Increasing High School Graduation Rates: The literature review described and the findings of the studies conducted on *WiL!* supports the premise that the proposed project can significantly improve student achievement and close gaps on standards-based tests, through the implementation of high standards and high-quality assessments.

C. Experience/Past Performance - CNUSD has a record of success that will enable us to implement and further develop the proposed project. Within the past few years, we have made great strides to successfully implement interventions to increase student achievement. The following programs have been implemented over the past six years: district-wide benchmarks and pacing guides, Professional Development Institutes, district-wide data analysis, technology

trainings, and district-wide Professional Learning Communities. CNUSD has a history of successful grant awards and program implementation. We have successfully received and implemented over \$16 million dollars in federal funds that are in similar size and scope to the i3 grants such as the Tobacco Use and Prevention Program (TUPE), EETT, Formula grants (Title I, II, etc.) and the 21st Century after school program. We have experienced staff who possess the training and knowledge required to successfully implement on time and within budget.

In addition, state and federal level assessment data demonstrate that CNUSD continues to experience extraordinary success with student achievement. Scores for 2009 show the strongest growth in achievement in the history of the District. This success is even more significant when one considers the profound reductions in state funding for public schools over the past two years.

California Standardized Testing and Reporting (STAR) Program: STAR is designed to measure student progress in learning California's rigorous academic content standards. CNUSD had over 40,000 students take STAR examinations in the spring of 2009. CNUSD's 2009 STAR results reveal major increases in academic achievement in all subjects and all grade levels.

California Academic Performance Index (API): API scores range from a low of 200 to a high of 1,000 with 800 as the target for all public schools. 1) CNUSD's overall 2008 Base API was 776. Its 2009 Growth API is 791, a 15-point increase from 2008 to 2009. The average school-wide API change from base to growth was 13.8 API points. 2) Across the district, seven schools had a base to growth increase of 30 or more API points, 26 schools have an API of 800 or higher, and 45 schools have an API of 700 or higher. Equally impressive is the CNUSD's continued success with the *No Child Left Behind (NCLB)* program. When looking at the 15 largest school districts in the State, **CNUSD is the *only* district to have met all the federal Adequate Yearly**

Progress (AYP) accountability standards. We have also had success increasing an already high graduation rate from 90% in 2003 to 94% in 2009.

History of CNUSD Writing Programs: In 2002, with the implementation of the writing component of the CST, a committee was formed consisting of representatives from all elementary schools to plan lessons, identify resources, and begin professional development in the area of writing. A secondary committee was subsequently added. A need for a research-based systematic approach to writing was identified. *Step Up To Writing* was selected and adopted by CNUSD in 2003. Curriculum and Instruction staff were trained in a *Train the Trainer* model to lead the PD process and every CNUSD writing teacher was trained in *Step Up to Writing*. In 2004, two additional teachers on special assignment were hired to support *Step Up to Writing*. Writing assignments were added to all pacing guides, across the curriculum.

CNUSD has worked extensively on its writing program using research-based teaching strategies and have achieved success. From 2005 to 2008, the district funded, through an EETT grant, a program called *RxNetWriter* (similar to CTeWriter and no longer available) in the intermediate schools. With this program and professional development, the district experienced incredible gains - a rise of 71% in proficiency and advanced in 7th grade CST writing scores.

D. Quality of Project Evaluation - Evaluation Methods are Appropriate to the Size and Scope of the Proposed Project: The evaluation will examine implementation, effectiveness, periodic progress, and assist in the process of making data-driven decisions for program modification. The methods of evaluation will be aligned with the goals and objectives of the project, including the performance measures, research design, data collection, and analysis and are appropriate to the size and scope of the proposed project. The evaluation will use multiple measures with several sources of data (e.g., CST, standards-based benchmark assessments, observations,

teacher surveys, use of technology, Early Assessment Program (EAP) results, and CAHSEE pass rates). A quasi-experimental matched comparison group design was selected as the most rigorous design possible given the constraints of equal access. Students at Target schools will be matched with students in the district at Comparison schools (non-project) on several variables including: prior ability, school size, ethnicity, socio-economic status, disabilities, gender, and English proficiency. All quantitative outcomes will be analyzed contrasting Target and Comparison group performance.

Evaluation Methods Provide High-quality Data, Feedback, and Permits Periodic Assessment:

WiL! goals and objectives follow a logic model for the project (See Appendix H, page 17) and has been crafted in accordance with What Works Clearinghouse Procedures and Standards.

GOAL 1. Increase student academic achievement through high standards and high-quality assessments

OBJECTIVE 1a. Improve **student academic achievement and growth** in ELA and writing. Operational Standards: By project close, 1) the percentage of Target students in the top two performance bands (proficient/advanced) on the California Standards Test (CST) for English Language Arts (ELA) will increase by 20%; 2) average percent correct on the CST-Writing Applications portion (4th and 7th grades) will increase by 25%; 3) Target schools will increase the percentage of students in the top two performance bands by 20% from pre to post on District developed standards-based benchmark assessments (see Appendix H, page 19-31); 4) and, the percentages of students scoring proficient or advanced on the CST or growth on the benchmarks in the Targeted classrooms will demonstrate statistically significantly larger gains relative to Comparison students. Measures: The CST, a state administered standards-based assessment, is required for 2nd to 11th grade students. The writing portion is given to 4th and 7th grade. A cross-sectional analysis of student data will be conducted to measure program effects.

Student performance will also be measured using District developed ELA and writing benchmark assessments. **OBJECTIVE 1b. Close the achievement gap** between high-need students (e.g., subgroups defined in section 1111(b)(3)(C)(xiii) of the ESEA) and the general population. Operational Standards: By project close, 1) Target schools will increase the percentage of high-need students in the top two performance bands (proficient/advanced) on the CST-ELA by 20% for LEP, SWD, and SED, and 2) Target schools will reduce the differences in the percentages of proficient/advanced high-need students and students in general, on the CST-ELA by 10% for LEP, SWD, and SED students. 3) The graduation rate (as defined in the RFA) for high need students will increase by 15%. 4) Analyses will be performed measuring the difference in growth between Target and Comparison students. Targeted students will demonstrate statistically significantly greater progress toward closing the achievement gap relative to Comparison students. Measures: The CST-ELA will be used to assess student performance. The differential in growth between the general population and subgroups will be calculated to ascertain progress toward meeting the targets set for this objective. **OBJECTIVE 1c. Increase college preparation and success.** Operational Standards: By project close, 1) target high schools will increase 10th grade California High School Exit Exam (CAHSEE) passing rates by 10%, 2) the percentage of 11th grade Target students eligible to take the Early Assessment Program (EAP) test will increase by 15%, 3) 11th grade Target students passing the ELA portion of the EAP test will increase by 20%, and 4) the percentage of Target graduates taking University of California (UC) and California State University (CSU) required courses, will increase by 20%. 5) 11th grade Target students will increase their awareness and knowledge of college admissions requirements, and financial aid opportunities from pre to post test on the College Knowledge and Support Survey (CKSS; in development). 6) Target students (overall

and by high-need subgroups) will also outperform Comparison students to a statistically significant degree. Measures: The CAHSEE is an assessment required by the California Department of Education (CDE) that is based upon the California Content Standards. Students must pass the CAHSEE to graduate. The EAP, an assessment intended to determine college preparedness, is offered to 11th grade students during CST administration. The CKSS is a brief survey of college admissions, requirements, and financial aid knowledge that will include items related to understanding of important acronyms such as FAFSA and SAT, and the admissions process. All results will be disaggregated and analyzed by all high-need subgroups. **GOAL 2.**

Increase teacher effectiveness by offering on-going intensive Professional Development.

OBJECTIVE 2a. Increase professional development opportunities and coaching support

for teachers in writing, use of assessments, and technology. Operational Standards: By project close, 1) the number of hours provided for training will increase by 30%; 2) the percent of Target teachers participating in at least 75% of the professional development hours planned will increase by 30%; 3) 85% or more of Target teachers will be satisfied with the professional development offered by the project. Measures: (1) A database will be used to record the number of training hours offered (2) A participant progress tracking system will be used to log each participant's attendance at training workshops and coach-participant mentoring. (3) Teacher Surveys (See Appendix H, page 6) will be given twice per year (pre/post) to target teachers to assess program satisfaction. Comparisons will be made between target teachers and comparison teachers. **OBJECTIVE 2b. Increase teacher effectiveness** and ability to translate the standards and information from assessments into classroom practices that meet the needs of all students.

Operational Standards: By project close, 1) Target teachers will increase their scores on principal/coach conducted classroom observations by 15% or maintain a score of 85% or better,

2) Target teachers will increase their scores on the *Identifying Needs with Data Quiz* (INDQ; See Appendix H, page 7-8), by 20% or maintain a score of 85% or better, and 3) Target student use of CTeWriter will increase by 50%. Measures: The classroom observation tool (See Appendix H, pages 9-10) will consist of a checklist of items and activities observable in the ideal classroom. Elements on the checklist will include: evidence of posted standards and assessment results, ideal writing samples and rubrics, and student engagement, among other variables. Observations will be conducted quarterly. Observation scores will be totaled and change scores from BOY and EOY will be calculated for each teacher. Comparisons will be made between Target and Comparison teachers. Principals and coaches will attend an annual meeting to calibrate their ratings on the classroom observation checklist. A Chronbach's Alpha of .80 or better will be required to ensure the validity of the assessment tool. The INDQ is an assessment of the ability to use results to identify areas of weakness in the instruction. To assess *WtL!* usage, hours logged by Target students will be tracked each year as an indirect measure of teacher use of *WtL!* tools and technology. See Appendix H, page 18, for the data collection timeline.

The research design was created with the overall project in mind. Efforts were made to ensure that each objective has one or more measures to assess progress. The evaluation plan will contain both formative and summative components so that feedback can be provided on program implementation, progress on objectives, and outcomes. Several objective performance measures will be used to examine effectiveness, including annual CST assessments, CAHSEE results, local benchmark assessments, classroom observations, participation rate, graduation rate, EAP, course selection, and surveys. Formative results will be used to assess progress and will be presented to stakeholders on a biannual basis to be used for course correction purposes and to improve the quality and focus of the project.

Evaluation Information to Facilitate Further Development, Replication, or Testing: Key Data Systems (KDS), and external evaluation company, will perform data analysis and interpretation, present evaluation results, and work with district and staff to make data-driven decisions about program improvement. At regular intervals, the program director, coaches, site principals, selected teachers, and a KDS evaluator will meet to discuss the evaluative effort. Modifications will be made to meet the needs of the students, teachers, and administration. Additionally, data will allow for an examination of the effectiveness of various aspects that will allow CNUSD to hold key persons and agencies accountable for meeting established goals.

Proposed Project Plan Includes Sufficient Resources to Carry Out Effective Project Evaluation: CNUSD sees evaluation as an integral part of the project. As such, sufficient resources will be devoted to this effort. A properly designed and executed evaluation will allow the project to be assessed and provides valuable information for ongoing program modification. KDS evaluators have extensive experience in assessment research and evaluation with diverse backgrounds including a Senior Program Evaluator for a large school district, and a Research Consultant and Statistician. All evaluators hold doctoral degrees in Psychology, and have conducted extensive research in both K-12 and post-secondary education. KDS currently serves as evaluator for several state- and federally-funded programs (See Resumes—Appendix C).

E. Strategy and Capacity to Bring to Scale - Number of students reached by project: During the grant term, *WtLL* will reach 8,415 students at five Target schools. The district has the experience, staffing, and technological resources to ensure full implementation. CNUSD has obtained letters of support from Sonic Consulting LLC (\$1,060,000) and Discovery Education (\$110,550) who have committed to provide a funding match over the required 20%.

Capacity to ensure project can be further developed and brought to scale: *WtL!* will begin with a Target cluster of schools, but can be quickly expanded to reach other schools in the district. District ELA pacing guides will be revised to include CTeWriter and Discovery Education components to be used by all teachers, not only Target teachers. All teachers will have access to the Discovery Education components purchased by the I3 grant and, as our TSAs become more experienced, CTeWriter will be made available to all teachers.

Feasibility for replication: CNUSD has the experience, leadership, and resources to ensure the program is implemented with fidelity, and expanded to additional school sites as time permits and the project shows positive results. For replication in other districts, *Step Up to Writing*, CTeWriter, and Discover Education are all programs that can be replicated at other sites, with technical and professional support available to new locations. Thus far, teachers have found the materials and technology to be very user-friendly. This, along with extensive documentation of findings and publication of results will increase the feasibility for replication outside the District.

Estimated cost per student per year: Over the five years, the cost for this project is approximately \$754 per student. These costs include, development of our pacing guides, costs for CTeWriter, Discovery Education, development of our Professional Development, Coaching of teachers and principals, and technology. After the initial investment in technology, these annual costs will reduce significantly. However, as we bring more schools online with this project, technology will have to be purchased for the newer schools.

Estimate of costs to reach 100,000, 250,000, 500,000: Start Up costs for *WtL!*, if projected to reach 100,000 would be \$75,000,000; to reach 250,000 would be \$188,500,000; to reach 500,000 students would be \$377,000,000. Similarly, these costs would decrease after initial technology investment and project start-up.

Plan to disseminate information on the project's outcomes: Key staff will hold weekly meetings, the Leadership Team will meet monthly, and the Advisory Committee will meet quarterly to discuss project goals, implementation, planning, and sustainability. Principals, teachers, and staff will be informed of the program through the District website. Evaluation results will be shared mid-year, and annually with stakeholders. To further disseminate information to others, coaches will participate and present at local and national summits and conferences and the results will be written up and submitted to peer-review scholarly journals.

F. Sustainability - CNUSD has a history of working in a collaborative manner with all stakeholders, including our teacher association, for the benefit of all students. On May 3, 2010, in response to the extreme budget cuts forecast for 2010/11, teachers voted on a new agreement that included a roll-back of salaries by 5% to prevent cuts in services to students and jobs. CNUSD will involve all stakeholders in the planning process, including teachers, principals, parents, and community. This project is based on our state standards for curriculum and is in keeping with the state focus for the 21st Century Classroom. *WiL!* will not only be sustainable but will be expanded to additional schools during and after the grant period. Our partnership and involvement in the development of CTeWriter allows it to be delivered free to all schools within CNUSD. This assures that there are no fees associated with the product, making it sustainable as a core tool. CNUSD maintains a robust IT department with sufficient staff to maintain project computers via the remote connectivity provided by grant equipment. CNUSD also maintains a staff of seven Teachers on Special Assignment (TSA) who work in all content areas who can continue to support *WiL!* initiatives. Once trained and experienced, Target teachers will have the capacity to maintain and continue the initiatives of *WiL!* Given these factors and the lack of no recurring costs, *WiL!* will be an indispensable part of CNUSD's curriculum.

G. Quality of the Management Plan and Personnel - Roles and Responsibilities: Deputy

Assistant Superintendent of Educational Services, Dr. Greg Plutko, will lead curricular decision-making and program oversight. **Directors of Curriculum and Instruction** will be responsible for coordination of: data collection, grant reporting, staff, assuring all objectives are met, integration of Discovery services into CNUSD ELA pacing guides, training of personnel in Kagan Coaching strategies, professional development training, and supervision of TSAs.

Teachers on Special Assignment will revise and refine ELA to include Discovery components, coach teachers, and create online courses and lessons in secondary school.

Technology Information Personnel will disseminate program information, ensure that program technology is in place and being used, report all tech issues and problems; maintain site mobile lab schedules, send data to Program Managers, work with site administration daily to promote program effectiveness, communicate needs and status to Program Managers; assist with technology integration, service and maintain mobile labs, and data collection.

Project Management: To ensure efficient project management, weekly meetings will take place during the start-up phase. Following start-up, monthly meetings with the core management team will take place to examine data and determine progress.

Project Timeline: A timeline for professional development training is included in Appendix H, page 11-16. Implementation of CTeWriter and enhanced Discovery Education will begin with the elementary schools and increase the number of students served each year as illustrated below:

<i>Grade</i>	<i>Year 1</i>	<i>Year 2</i>	<i>Year 3</i>	<i>Year 4</i>	<i>Year 5</i>
<i>4th</i>	<i>534</i>	<i>600</i>	<i>600</i>	<i>600</i>	<i>600</i>
<i>5th</i>	<i>493</i>	<i>620</i>	<i>620</i>	<i>620</i>	<i>620</i>
<i>6th</i>	<i>519</i>	<i>530</i>	<i>530</i>	<i>530</i>	<i>530</i>

<i>7th</i>	833	<i>900</i>	<i>900</i>	<i>900</i>
<i>8th</i>	780	<i>850</i>	<i>850</i>	<i>850</i>
<i>9th</i>		<i>866</i>	<i>870</i>	<i>870</i>
<i>10th</i>		<i>850</i>	<i>850</i>	<i>850</i>
<i>11th</i>			<i>710</i>	<i>710</i>
<i>12th</i>			<i>700</i>	<i>700</i>

Key Personnel: **Mrs. Beverly How** is Administrative Director in Educational Services of CNUSD and works in Curriculum and Instruction. She is in progress for her doctorate in Administration and Leadership from La Sierra University; holds a Masters of Arts in Curriculum and Instruction, Loma Linda University, and a Bachelor of Arts in Elementary Education and Speech Pathology, from Walla Walla College.

Colleen Hawkins—Curriculum Director in Educational Services. She directs the implementation of PD and core curriculum for our elementary schools and *Step Up to Writing*. She directs instructional technology and has experience in implementation and oversight of federal and state grants. She holds an MA in Curriculum and Instruction, University of California, Riverside; and a BA, Elementary Education; CSU, San Bernardino.

Barbara Wolfinbarger—Director of Categorical Programs in Educational Services. Ms. Wolfinbarger has oversight of Categorical Programs regarding reporting, compliance, regulation, and budget. She has curriculum experience in elementary programs in the areas of data analysis to improve student achievement and in implementation of differentiation of curriculum for LEP students. She supervises the implementation of intervention programs in our Title I schools with high SED populations. She has worked on CNUSD pacing guides for ELD and supervised ELD programs for CNUSD. She has experience in implementation of federal grants (Title II, EETT

Competitive Grant) and state grants (SB 1274 Innovation Grant) and works with federal formula grants daily. She holds a MA in Administrative Services, CSU, San Bernardino; an MA in Language Acquisition, California Polytechnic University, Pomona.

Nivia Gallardo-Ayala—Director of English Learner Services in Educational Services. She directs programs and services for LEP students and provides professional development in the area of research-based teaching strategies for English Learners. She works with federal formula grants on a regular basis and holds an MS in Education Administration, CSU, Los Angeles; an MS in Education, Reading and Language Arts, and a BA in Spanish from Whittier College.

Dr. Roger Yoho—Director of Testing and Assessment in Educational Services. Dr. Yoho implements all state and district assessment and oversees all data and data analysis. He has extensive experience in competitive and formula grants within the areas of data and assessment. Dr. Yoho holds a PH.D in Curriculum and Instruction, Research Methods and Statistics, UC Riverside; MA in Curriculum and Instruction, UC Riverside.

Ben Odipo—Director of Information Technology in Educational Services. Mr. Odipo oversees district technology operations and strategic plans for our implementation of technology. He has experience in the implementation of federal, state, county, and private funding sources including e-rate. He holds an MBA from the University of Redlands, and a BS in Management Information Science from CSU, Sacramento.

An important part of our implementation team is the Teachers on Special Assignment. This team has elementary and secondary experience with expertise in technology implementation in the classroom. They are **Beth Eldridge, Ginger Prewitt, Katrina Anderson, Janis Stallones, Bebe Wenig, Brad Hellickson, and Ray Waller (See Resumes, Appendix C)**